



IOWA'S ADULT LITERACY PROGRAM

BENCHMARK PROJECTION REPORT

Iowa Department
of Education

**Program Year 2005
July 1, 2004– June 30, 2005**

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PROJECTION
REPORT

Iowa Department of Education
Division of Community Colleges and Workforce Preparation

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INTRODUCTION AND BACKGROUND

The purpose of this publication is to present Iowa's adult literacy program approved projected benchmark percentage levels for Program Year 2004 (July 1, 2003-June 30, 2004). The passage of the Workforce Investment Act (WIA) of 1998 [Public Law 105-220] by the 105th Congress has ushered in a new era of collaboration, coordination, cooperation and accountability. The overall goal of the Act is "to increase the employment, retention, and earnings of participants, and increase occupational skill attainment by participants, and, as a result improve the quality of the workforce, reduce welfare dependency, and enhance the productivity and competitiveness of the Nation." The key principles inculcated in the Act are:

- Streamlining services;
- Empowering individuals;
- Universal access;
- Increased accountability;
- New roles for local boards;
- State and local flexibility;
- Improved youth programs.

The purpose of Title II, The Adult Education and Family Literacy Act (AEFLA) of the Workforce Investment Act of 1998, is to create a partnership among the Federal government, states, and localities to provide, on a voluntary basis, adult basic education and literacy services in order to:

- Assist adults to become literate and obtain the knowledge and skills necessary for employment and self-sufficiency;
- Assist adults who are parents obtain the educational skills necessary to become full partners in the educational development of their children;
- Assist adults in the completion of a secondary school education.

One of the major intents of AEFLA was to establish performance measures and benchmarks to demonstrate increased accountability in line with the major goals and objectives of WIA. Section 212(2)(A) of the Act specifies that each eligible agency (i.e. The Iowa Department of Education and local grant recipients) is subject to certain core indicators of performance and has the authority to specify additional indicators. The core Federally mandated and Iowa indicators are:

- Demonstrated improvement in literacy skill levels in reading, writing, and speaking the English language, numeracy, problem solving, English language acquisition, and other literacy skills;
- Placement in, retention in, or completion of postsecondary education, training, unsubsidized employment or career advancement;
- Receipt of an [adult] secondary school diploma or its recognized equivalent [Iowa High School Equivalency Diploma];
- Receipt of a basic literacy skills certificate in the subject areas of: (1) Reading, (2) Mathematics, and (3) Writing.

Benchmark Levels for Program Year 2005

The Iowa basic skills core benchmark percentage levels for Program Year 2005 were established: (1) utilizing the Adult Education Performance Review ACT (GPRA) indicator model disseminated by the U.S. Department of Education: Division of Adult Education and Literacy (USDE:DAEL), (2) an analysis of benchmark attainment for Program Years 2001 through 2003 (July 1, 2000 – June 30, 2003) and (3) benchmark projections for Program Year 2004 (July 1, 2003 - June 30, 2004).

HISTORY AND OVERVIEW OF THE NATIONAL REPORTING SYSTEM

The National Reporting System (NRS) is a project to develop an accountability system for the Federally funded adult literacy program. This system includes a set of student measures to allow assessment of the impact of adult basic education instruction, methodologies for collecting the measures, reporting forms and procedures, and training and technical assistance activities to assist states in collecting the measures.

History Of The NRS

The NRS was born in the 1990s, a decade known for its emphasis on accountability of Federal programs. During this time, all publicly funded programs and agencies faced increasing pressures to demonstrate that they have met their legislative goals and have an impact on their client populations. The requirement to demonstrate program impact was mandated in 1993 through the Government Performance and Review Act (GPRA). GPRA required all Federal agencies to develop strategic plans to ensure that services were delivered efficiently and in a manner that best suits client needs, and to develop indicators of performance to demonstrate their agency's impact.

In 1995, the U.S. Congress considered eliminating adult basic education as a separate delivery system by integrating the program into a general system of workforce development. Strong and convincing data on the impact of adult basic education at the state and federal levels were demanded to demonstrate its importance as a separate education program. Similar demands were raised at the state level. In response to these demands, the state directors of adult basic education asked the Division of Adult Education and Literacy (DAEL) to work toward developing a national system for collecting information on adult basic education student outcomes.

To meet this request, DAEL devoted its March 1996 national meeting of state directors of adult education to developing a framework for program accountability. This framework specified the purposes of the adult literacy program, the essential characteristics of an accountability system and identified seven categories of outcome measures. At the March 1997 DAEL national meeting, a broad group of adult basic education stakeholders validated the framework, identified outcome measures for a new national reporting system, and discussed possible methodologies for the system. Based on these decisions, the NRS was designed and formally began in October 1997.

The proposed voluntary nature of the NRS changed in August 1998, when the Adult Education and Family Literacy Act within the Workforce Investment Act became law. This Act established accountability requirements, including that states develop outcome-based performance standards for adult literacy programs, as one means of determining program effectiveness. The NRS mandate was then expanded to establish the measures and methods to conform to the Workforce Investment Act requirements.

OVERVIEW OF THE NRS MEASURES AND METHODS

The outcome from the first two phases of the NRS project was the development of measurement definitions, methodologies and reporting formats for the NRS, which become effective beginning with Program Year 2001. The pilot phase also produced an overall framework of NRS operation at the local, state and Federal levels.

NRS Measures

The *requirements of WIA, consensus* among the stakeholders and advisory board members, and the *need for uniform valid and reliable data* were major factors guiding development of NRS measures. Other factors affecting development of the measures included the need to *accommodate the diversity* of the adult basic education delivery system and the need for *compatibility of the definitions* with related adult literacy and training programs.

As a state-administered program, the nature of adult literacy service delivery varies widely across states in its goals, objectives and the resources available to states to collect and report data. It is especially important that the definitions for outcome measures be broad enough to accommodate these differences, yet concrete and standardized sufficiently to allow the NRS to establish a uniform, national database. Similarly, other adult education, employment and training programs with which adult literacy programs cooperate and coordinate have systems of accountability and outcome measures.

To ensure this accommodation to the diverse delivery system and compatibility with related systems, NRS staff conducted a thorough review of measure definitions planned or in use currently by all states and all Federal employment and training programs. To identify state measures used, for example, NRS staff conducted an evaluability assessment of all states in early 1998 and obtained copies of measure definitions from states that had their own measures. In addition, NRS staff reviewed the existing measure definitions used for DAEL's Annual Statistical Performance Report and measures and definitions utilized by the U. S. Department of Education for Title I of WIA.

The NRS includes two types of measures: (1) core, and (2) secondary. The core measures apply to all adult literacy students receiving 12 or more hours of service. There are three types of core measures:

- **Outcome measures**, which include educational gain, entered employment, retained employment, receipt of secondary school diploma or GED and placement in postsecondary education or training;
- **Descriptive measures**, which include student demographics, reasons for attending and student status; and
- **Participation measures**, which include instructional contact hours and enrollment in instructional programs for special populations or topics (such as family literacy or workplace literacy).

Performance standards required by WIA were then established for the core outcome measures and awarding of Federal incentive grants were tied to these performance standards.

The NRS secondary measures include additional outcome measures related to employment, family and community that adult literacy education stakeholders believe are important to understanding and evaluating adult literacy programs. States are not required to report on the secondary measures and there are no performance standards tied to them. The optional secondary measures will not be used as a basis for incentive grant awards. There are also secondary student status measures that define target populations identified in WIA. These measures are provided for states that want to report on the services provided to these populations.

Core Outcome Measures

The central measures of the NRS are the student *outcome* measures. While by no means the only measures that could be used to evaluate adult literacy programs, the outcome measures selected represent what a broad consensus of adult literacy educators believe are appropriate for providing a national picture of the performance of the program. The multi-year process employed by the NRS to identify and define the measures included input from state directors of adult education, Federal education officials, local education providers, representatives of volunteer literacy organizations and experts in performance accountability systems.

The five NRS core outcome measures were selected to address the requirements for core indicators of performance delineated in the Adult Education and Family Literacy Act. **Exhibit 1** shows how the measures relate to these requirements and goals for adult literacy programs stated in the legislation.

Exhibit 1

Goals and Core Indicators of the Adult Education and Family Literacy Act and NRS Core Outcome Measures

| Goals of Adult Basic Education Described in the Adult Education and Family Literacy Act of WIA | Core Indicators Required by the Adult Education and Family | Literacy Act of WIA National Reporting System Core Outcome Measures |
|--|--|---|
| Assist adults to become literate and obtain the knowledge and skills necessary for employment and self-sufficiency. | Improvements in literacy skill levels in reading, writing and speaking the English language, numeracy, problem-solving, English language acquisition, other literacy skills. | ⌘ Educational gains (achieve skills to advance educational functioning level) |
| Assist parents to obtain the skills necessary to be full partners in their children's educational development. Placement in, retention in, or completion of, postsecondary education, training, unsubsidized employment or career advancement. | Placement in, retention in, or completion of, postsecondary education, training, unsubsidized employment or career advancement. | ⌘ Entered employment ⌘ Retained employment ⌘ Placement in postsecondary education or training |
| Assist adults in the completion of secondary school education. | Receipt of a secondary school diploma or its recognized equivalent. | ⌘ Receipt of a secondary school diploma or pass GED tests. |

Educational gain, a key outcome in the NRS, provides a measure of student literacy gains resulting from instruction. This measure applies to all students in the program (except pre-designated "work-based project learners"). To determine this measure, local programs assess students on intake to determine their *educational functioning level*. There are four levels for adult basic education (ABE), two for adult secondary education (ASE) and six levels of English Literacy students (EL). Each level describes a set of skills and competencies that students entering at any given level can perform in the areas of reading, writing, numeracy, speaking, listening, functional and workplace areas. Using these descriptors as guidelines, programs determine the appropriate initial level in

which to place students using a standardized assessment procedure (a test or performance-based assessment). The program decides the skill areas in which to assess the student, based on the student's instructional needs and goals.

Exhibit 2 depicts the relationship among the three major instructional programs and the educational functioning levels within each major program. The educational functioning levels describe the learner's entry level ability in the areas of reading, writing, numeracy and functional workplace skills.

Exhibit 2

Relationship Among Instructional Programs And Educational Functional Levels

| Instructional Program | Educational Functioning Level | CASAS Level | CASAS Standard Score Range |
|--|-------------------------------|-------------|----------------------------|
| Adult Basic Education (ABE) | ABE Beginning Literacy | Level A | Under 200 |
| | ABE Beginning Basic Education | Level B | 201 to 210 |
| | ABE Intermediate Low | Level B | 211 to 220 |
| | ABE Intermediate High | Level C | 221 to 235 |
| Adult Secondary Education (ASE) | ASE Low | Level D | 236 to 245 |
| | ASE High | Level E | 246 and Above |
| English Literacy: English Literacy Citizenship (EL) | EL Beginning Literacy | Level A | 165 to 180 |
| | EL Beginning | Level A | 181 to 200 |
| | EL Intermediate Low | Level B | 201 to 210 |
| | EL Intermediate High | Level B | 211 to 220 |
| | EL Advanced Low | Level C | 221 to 235 |
| | EL Advanced High | Level D, E | 236 to 245 |

After a pre-determined amount of instruction or time period determined by each state, the program conducts follow-up assessments of students in the same skill areas and uses the functioning level descriptors to determine whether the student has advanced one or more levels or is progressing within the same level. The state has discretion to establish the student assessment method used within the state, as well as procedures for progress assessment. Iowa utilizes the Comprehensive Adult Student Assessment (CASAS) as the statewide standardized assessment system. States may also use additional educational levels and skill area descriptors, as long as they are compatible with NRS levels and skills. **Tables 57** display the pre-post assessment approved benchmark levels for the three adult literacy instructional programs. **Tables 8-17** display the approved benchmark levels for the educational instructional gain categories. The tables reflect both the community college and state approved benchmark percentage levels.

The remaining core outcome measures are *follow-up* measures, reported some time after the student leaves the program. However, the follow-up measures apply only to students who enter the program with goals related to the measures. For unemployed students who enter the program with a goal of obtaining employment, there are two measures: (1) entered employment—whether the student obtained a job by the end of the first quarter after leaving; and (2) retained employment—

whether the student still has the job in the third quarter after exit. This measure also applies to employed students who have a goal of improved or retained employment. For students whose goal is to advance to further education or training, there is a measure of entry into another such program. For students who entered with a goal of obtaining a secondary school diploma or passing the GED tests, there is a measure of whether the student obtained the credential. **Tables 18-21** display the approved benchmark percentage levels for the program follow-up categories. The tables reflect both the community college and state approved benchmark percentage levels. **Tables 22-23** display the projected increase in the percent of basic literacy skills certificates to be issued during Program Year 2005 and the state GED percentage pass rate.¹

BENCHMARK PROJECTION ANALYSIS

The purpose of this section of the report is to present an analysis of the projected benchmark trends. Given that Program Year 2005 marks the third year that Iowa's adult basic education local programs projected benchmark percentage completion levels for the state and Federally mandated benchmarks, the analysis is designed to identify statistical trends that can be utilized to refine benchmark projections in succeeding years. The following factors were utilized in establishing Program Year 2005 benchmark projections: (1) benchmark attainment percentage levels for Program Years 2001-2003, (2) benchmark projection percentage levels for Program Year 2004 and (3) local adult literacy program goals and instructional strategies. Given the continuous improvement language contained in AEFLA, a general goal is to establish benchmark percentages at a higher level year each year. Therefore, **Tables 1 through 4** provide an overall analysis of the national, state and local ABE program benchmark projections for Program Year 2005.

Table 1 depicts a comparison of pre-post assessment percentage levels for the three major adult literacy instructional programs: (1) Adult Basic Education, (2) English Literacy, and (3) Adult Secondary Education. The benchmark percentages compare the relationship between the state projections vis-à-vis the mean community college projections. Table 1 also provides a comparison of Iowa's GED pass rate.

Table 1
Comparison of Pre-Post Assessment Benchmark Percentage Levels
for Iowa and Iowa's Community College Adult Literacy Program
by Major Instructional Program and GED Pass Rate

| Instructional Program | State Projection | Community College Mean Projection | Difference |
|---------------------------------|------------------|-----------------------------------|------------|
| Adult Basic Education (ABE) | 82% | 81% | - 1 |
| English Literacy (EL) | 45% | 47% | + 2 |
| Adult Secondary Education (ASE) | 86% | 85% | - 1 |
| GED Pass Rate | 94% | 94% | 0 |

¹ The reader is referred to the publication titled *Iowa's Community College Basic Literacy Skills Credential Program Annual Report Program Year 2004* for a description of Iowa's Basic Literacy Skills Certification Program.

Table 2 displays a comparison of benchmark percentage levels for each one of the Federally mandated core measures. The benchmark percentage comparisons show the relationship among the Federal, state and local program projections. The Program Year 2005 projections for the community college based local programs represent a 3% plus or minus deviation range from the state projection. This range was successfully achieved for all federal benchmarks as reported in Column E.

Table 2

Comparison of National Reporting System Benchmark Percentage Levels for the National, Iowa and Iowa's Community College Adult Literacy Program for the Educational Gains Core Measures by Educational Functioning Level and the Follow-Up Core Measures

| Educational Gains Core Measures (Educational Functioning Level) | (A) *National Mean Projection | (B) **State Projection | (C) Difference from National Projection (A – B) | (D) Community College Mean Projection | (E) Difference from State Projection (B – D) |
|--|--|-----------------------------------|--|--|---|
| Beg. Lit ABE | 27% | 37% | +10% | 35% | - 2% |
| Beg ABE | 32% | 40% | +8% | 38% | - 2% |
| Low Int. ABE | 34% | 45% | +11% | 44% | - 1% |
| High Int ABE | 35% | 45% | +10% | 44% | - 1% |
| Low ASE | 37% | 50% | +13% | 49% | - 1% |
| Beg Lit EL | 29% | 45% | +16% | 44% | - 1% |
| Beg EL | 29% | 40% | +11% | 39% | - 1% |
| Low Int. EL | 33% | 40% | +7% | 40% | 0% |
| High Int EL | 33% | 40% | +7% | 39% | - 1% |
| Low Ad EL | 30% | 40% | +10% | 40% | 0% |
| Follow-Up Core Measures | | | | | |
| Entered Empl. | 34% | 63% | +24% | 62% | - 1% |
| Job Retention | 43% | 78% | +35% | 77% | - 1% |
| Entered Post-Secondary Education or Training | 31% | 35% | +4% | 34% | - 1% |
| Earned GED or HS Comp. | 40% | 55% | +15% | 55% | 0% |

* **Source:** National Projections are based on submissions of benchmark projections to the U.S. Department of Education for Program Year 2003 from 26 states and 3 insular areas. Ten of the Area III (Midwest) states are included in the totals.

** **Source:** State Projections are based on negotiated benchmark levels with USDE:DAEL.

The following observations are extrapolated from the data presented in **Table 2**:

- The category titled "Entered Employment" shows a projected benchmark percentage level of 63% as opposed to a Federal projection of 34%. The Program Year 2003 negotiated percentage level was 55% and obtained percentage level of 66%. Therefore, even though a 66% level was attained, a reasonable projection for Program Year 2004 is 63%.
- The state level benchmark projections are realistically aligned with the Federal benchmark projections with the exception of "Entered Employment" and "Job Retention". The state projections for these two categories are significantly higher than the Federal projections. The state projections are realistic based on benchmark attainment levels for Program Year 2001-2003.
- The community college mean projections are realistically aligned with the state projections for all benchmark categories.

Table 3 depicts a projected state to local program comparison of the percentage increase in the number of basic skill certificates issued for Program Year 2005. The goal was to increase the number of certificates issued by 10% over Program Year 2003. The total number of certificates issued during Program Year 2004 was 5,100. Therefore, the projected issuance of 5,612 certificates for Program Year 2005 is realistic.

Table 3

**Comparison of Percentage Increase for Iowa's Basic Skills Certification Program
for Iowa and Iowa's Community College Adult Literacy Program**

| State Projection | Total Community College Percentage Projection | Difference |
|---------------------|---|------------|
| 10% | 15% | + 5% |

Table 4 presents an analysis of the range of benchmark percentage levels for each one of the State/Federally mandated core measures. The Table displays the lowest and highest percentage level and the percentage difference for each benchmark for the community college based benchmark projections for the following categories: (1) Pre-Post Assessment, (2) Educational Gains by Educational Functioning Level (EFL), (3) Follow-up Core Measures and (4) Other State Measures.

Table 4

**Analysis of Iowa's Community College Benchmark Projections Percentage Range
for the Federal Core Performance Measures for Program Year 2005**

(July 1, 2004 – June 30, 2005)

| Pre-Post Assessment | Lowest Percentage Level | Highest Percentage Level | Percent Difference |
|---|--|---|-------------------------------|
| Adult Basic Education | 78% | 85% | 7% |
| English Literacy | 42% | 50% | 8% |
| Adult Secondary Education | 83% | 88% | 5% |
| Educational Gains Core Measures By Educational Functioning Level | | | |
| Beginning Literacy ABE | 32% | 43% | 11% |
| Beginning ABE | 34% | 45% | 11% |
| Low Intermediate ABE | 42% | 50% | 8% |
| High Intermediate ABE | 40% | 48% | 8% |
| Low ASE | 47% | 52% | 5% |
| Beginning Literacy EL | 42% | 50% | 8% |
| Beginning EL | 35% | 45% | 10% |
| Low Intermediate. EL | 35% | 45% | 10% |
| High Intermediate EL | 35% | 43% | 8% |
| Low Advanced EL | 35% | 42% | 7% |
| Follow-Up Core Measures | | | |
| Entered Employment | 60% | 65% | 5% |
| Job Retention | 75% | 81% | 6% |
| Entered Post-Secondary Education or Training | 30% | 38% | 8% |
| GED or HS Completion | 52% | 60% | 8% |
| Other State Measures | | | |
| Basic Skills Certificate Percentage Increase Over PY 04 | 0% | 50% | 50% |
| GED Pass Rate | 92% | 96% | 4% |

The following observations were noted from the data presented in **Table 4**:

- There is little variance among the lowest and highest projected benchmark percentage levels for a majority of the benchmark categories as noted in the 'Percent Difference' category. The variance ranges from 4% - 11%.
- The lowest variance (4%) was observed for the category titled "GED Pass Rate". The highest variance (11%) was observed for the educational gains categories titled "Beginning Literacy

ABE” and “Beginning ABE”. The exception was for the category titled “Basic Skills Certificate Percentage Increase Over PY 04”. The reason is due to the fact that the variance range for this category is based on a different standard than the other benchmark projections. The projection for this category is based on a percent increase over the preceding program year. (See *Table 22, P. 27 for full projection range by community college*).

Table 5

**Approved Benchmark Percentage Level for Program Year 2005
For Pre-Post Assessment**

(July 1, 2004 – June 30, 2005)

Program Type: Adult Basic Education (ABE)

| COMMUNITY COLLEGE DISTRICT NAME | APPROVED BENCHMARK PERCENTAGE LEVEL |
|--|--|
| Northeast Iowa Comm. College | 79% |
| North Iowa Area Comm. College | 79% |
| Iowa Lakes Community College | 82% |
| Northwest Iowa Comm. College | 82% |
| Iowa Central Comm. College | 79% |
| Iowa Valley Community College Dist. | 83% |
| Hawkeye Comm. College | 82% |
| Eastern Iowa Community College Dist. | 78% |
| Kirkwood Community College | 79% |
| Des Moines Area Community College | 84% |
| Western Iowa Tech Comm. College | 82% |
| Iowa Western Comm. College | 79% |
| Southwestern Comm. College | 79% |
| Indian Hills Comm. College | 85% |
| Southeastern Comm. College | 83% |
| Iowa Department of Education | 82% |

Source: Iowa’s Community Colleges Adult Literacy Program Plans for Program Year 2005 and the Iowa Department of Education’s amended State Plan for Program Year 2005.

Table 6

Approved Benchmark Percentage Level for Program Year 2005

For Pre-Post Assessment

(July 1, 2004 – June 30, 2005)

Program Type: English Literacy

| COMMUNITY COLLEGE DISTRICT NAME | APPROVED BENCHMARK PERCENTAGE LEVEL |
|--|--|
| Northeast Iowa Comm. College | 42% |
| North Iowa Area Comm. College | 42% |
| Iowa Lakes Community College | 45% |
| Northwest Iowa Comm. College | 45% |
| Iowa Central Comm. College | 42% |
| Iowa Valley Community College Dist. | 50% |
| Hawkeye Comm. College | 50% |
| Eastern Iowa Community College Dist. | 42% |
| Kirkwood Community College | 42% |
| Des Moines Area Community College | 45% |
| Western Iowa Tech Comm. College | 45% |
| Iowa Western Comm. College | 42% |
| Southwestern Comm. College | 42% |
| Indian Hills Comm. College | 47% |
| Southeastern Comm. College | 45% |
| Iowa Department of Education | 45% |

Source: Iowa's Community Colleges Adult Literacy Program Plans for Program Year 2005 and the Iowa Department of Education's amended State Plan for Program Year 2005.

Table 7

**Approved Benchmark Percentage Level for Program Year 2005
For Pre-Post Assessment**

(July 1, 2004 – June 30, 2005)

Program Type: Adult Secondary Education (ASE)

| COMMUNITY COLLEGE DISTRICT NAME | APPROVED BENCHMARK PERCENTAGE LEVEL |
|--|--|
| Northeast Iowa Comm. College | 83% |
| North Iowa Area Comm. College | 83% |
| Iowa Lakes Community College | 86% |
| Northwest Iowa Comm. College | 86% |
| Iowa Central Comm. College | 83% |
| Iowa Valley Community College Dist. | 87% |
| Hawkeye Comm. College | 86% |
| Eastern Iowa Community College Dist. | 86% |
| Kirkwood Community College | 83% |
| Des Moines Area Community College | 86% |
| Western Iowa Tech Comm. College | 86% |
| Iowa Western Comm. College | 83% |
| Southwestern Comm. College | 83% |
| Indian Hills Comm. College | 88% |
| Southeastern Comm. College | 87% |
| Iowa Department of Education | 86% |

Source: Iowa's Community Colleges Adult Literacy Program Plans for Program Year 2005 and the Iowa Department of Education's amended State Plan for Program Year 2005.

Table 8

**Approved Benchmark Percentage Level for Program Year 2005
For the Education Gain Core Benchmarks**

(July 1, 2004 – June 30, 2005)

Program Type: Adult Basic Education

Educational Functioning Level Category: ABE Beg. Literacy

| COMMUNITY COLLEGE DISTRICT NAME | APPROVED BENCHMARK PERCENTAGE LEVEL |
|--|--|
| Northeast Iowa Comm. College | 34% |
| North Iowa Area Comm. College | 34% |
| Iowa Lakes Community College | 37% |
| Northwest Iowa Comm. College | 36% |
| Iowa Central Comm. College | 32% |
| Iowa Valley Community College Dist. | 43% |
| Hawkeye Comm. College | 32% |
| Eastern Iowa Community College Dist. | 37% |
| Kirkwood Community College | 34% |
| Des Moines Area Community College | 34% |
| Western Iowa Tech Comm. College | 34% |
| Iowa Western Comm. College | 34% |
| Southwestern Comm. College | 32% |
| Indian Hills Comm. College | 38% |
| Southeastern Comm. College | 38% |
| Iowa Department of Education | 37% |

The data presented in this chart is a mandated benchmark of the National Reporting System's (NRS) core outcome measure of "Educational Gains."

Source: Iowa's Community Colleges Adult Literacy Program Plans for Program Year 2005 and the Iowa Department of Education's amended State Plan for Program Year 2005.

Table 9

**Approved Benchmark Percentage Level for Program Year 2005
For the Education Gain Core Benchmarks**

(July 1, 2004 – June 30, 2005)

Program Type: Adult Basic Education

Educational Functioning Level Category: ABE Beg. Basic

| COMMUNITY COLLEGE DISTRICT NAME | APPROVED BENCHMARK PERCENTAGE LEVEL |
|--|--|
| Northeast Iowa Comm. College | 37% |
| North Iowa Area Comm. College | 35% |
| Iowa Lakes Community College | 40% |
| Northwest Iowa Comm. College | 40% |
| Iowa Central Comm. College | 37% |
| Iowa Valley Community College Dist. | 45% |
| Hawkeye Comm. College | 37% |
| Eastern Iowa Community College Dist. | 40% |
| Kirkwood Community College | 37% |
| Des Moines Area Community College | 37% |
| Western Iowa Tech Comm. College | 34% |
| Iowa Western Comm. College | 37% |
| Southwestern Comm. College | 37% |
| Indian Hills Comm. College | 41% |
| Southeastern Comm. College | 39% |
| Iowa Department of Education | 40% |

The data presented in this chart is a mandated benchmark of the National Reporting System's (NRS) core outcome measure of "Educational Gains."

Source: Iowa's Community Colleges Adult Literacy Program Plans for Program Year 2005 and the Iowa Department of Education's amended State Plan for Program Year 2005.

Table 10

**Approved Benchmark Percentage Level for Program Year 2005
For the Education Gain Core Benchmarks
(July 1, 2004 – June 30, 2005)**

Program Type: Adult Basic Education

Educational Functioning Level Category: ABE Int. Low

| COMMUNITY COLLEGE DISTRICT NAME | APPROVED BENCHMARK PERCENTAGE LEVEL |
|--|--|
| Northeast Iowa Comm. College | 42% |
| North Iowa Area Comm. College | 42% |
| Iowa Lakes Community College | 45% |
| Northwest Iowa Comm. College | 45% |
| Iowa Central Comm. College | 42% |
| Iowa Valley Community College Dist. | 50% |
| Hawkeye Comm. College | 42% |
| Eastern Iowa Community College Dist. | 45% |
| Kirkwood Community College | 42% |
| Des Moines Area Community College | 42% |
| Western Iowa Tech Comm. College | 45% |
| Iowa Western Comm. College | 42% |
| Southwestern Comm. College | 42% |
| Indian Hills Comm. College | 46% |
| Southeastern Comm. College | 42% |
| Iowa Department of Education | 45% |

The data presented in this chart is a mandated benchmark of the National Reporting System's (NRS) core outcome measure of "Educational Gains."

Source: Iowa's Community Colleges Adult Literacy Program Plans for Program Year 2005 and the Iowa Department of Education's amended State Plan for Program Year 2005.

Table 11

**Approved Benchmark Percentage Level for Program Year 2005
For the Education Gain Core Benchmarks
(July 1, 2004 – June 30, 2005)**

Program Type: Adult Basic Education

Educational Functioning Level Category: ABE Int. Hi.

| COMMUNITY COLLEGE DISTRICT NAME | APPROVED BENCHMARK PERCENTAGE LEVEL |
|--|--|
| Northeast Iowa Comm. College | 42% |
| North Iowa Area Comm. College | 40% |
| Iowa Lakes Community College | 45% |
| Northwest Iowa Comm. College | 43% |
| Iowa Central Comm. College | 42% |
| Iowa Valley Community College Dist. | 49% |
| Hawkeye Comm. College | 42% |
| Eastern Iowa Community College Dist. | 45% |
| Kirkwood Community College | 42% |
| Des Moines Area Community College | 45% |
| Western Iowa Tech Comm. College | 48% |
| Iowa Western Comm. College | 42% |
| Southwestern Comm. College | 42% |
| Indian Hills Comm. College | 47% |
| Southeastern Comm. College | 45% |
| Iowa Department of Education | 45% |

The data presented in this chart is a mandated benchmark of the National Reporting System's (NRS) core outcome measure of "Educational Gains."

Source: Iowa's Community Colleges Adult Literacy Program Plans for Program Year 2005 and the Iowa Department of Education's amended State Plan for Program Year 2005.

Table 12

**Approved Benchmark Percentage Level for Program Year 2005
For the Education Gain Core Benchmarks**

(July 1, 2004 – June 30, 2005)

Program Type: Adult Secondary Education

Educational Functioning Level Category: ASE Low

| COMMUNITY COLLEGE DISTRICT NAME | APPROVED BENCHMARK PERCENTAGE LEVEL |
|--|--|
| Northeast Iowa Comm. College | 50% |
| North Iowa Area Comm. College | 47% |
| Iowa Lakes Community College | 50% |
| Northwest Iowa Comm. College | 48% |
| Iowa Central Comm. College | 47% |
| Iowa Valley Community College Dist. | 52% |
| Hawkeye Comm. College | 47% |
| Eastern Iowa Community College Dist. | 50% |
| Kirkwood Community College | 47% |
| Des Moines Area Community College | 50% |
| Western Iowa Tech Comm. College | 53% |
| Iowa Western Comm. College | 47% |
| Southwestern Comm. College | 47% |
| Indian Hills Comm. College | 52% |
| Southeastern Comm. College | 51% |
| Iowa Department of Education | 50% |

The data presented in this chart is a mandated benchmark of the National Reporting System's (NRS) core outcome measure of "Educational Gains."

Source: Iowa's Community Colleges Adult Literacy Program Plans for Program Year 2005 and the Iowa Department of Education's amended State Plan for Program Year 2005.

Table 13

**Approved Benchmark Percentage Level for Program Year 2005
For the Education Gain Core Benchmarks**

(July 1, 2004 – June 30, 2005)

Program Type: English Literacy

Educational Functioning Level Category: EL Beg. Lit.

| COMMUNITY COLLEGE DISTRICT NAME | APPROVED BENCHMARK PERCENTAGE LEVEL |
|--|--|
| Northeast Iowa Comm. College | 42% |
| North Iowa Area Comm. College | 42% |
| Iowa Lakes Community College | 45% |
| Northwest Iowa Comm. College | 44% |
| Iowa Central Comm. College | 42% |
| Iowa Valley Community College Dist. | 50% |
| Hawkeye Comm. College | 43% |
| Eastern Iowa Community College Dist. | 45% |
| Kirkwood Community College | 42% |
| Des Moines Area Community College | 45% |
| Western Iowa Tech Comm. College | 48% |
| Iowa Western Comm. College | 42% |
| Southwestern Comm. College | 42% |
| Indian Hills Comm. College | 47% |
| Southeastern Comm. College | 45% |
| Iowa Department of Education | 45% |

The data presented in this chart is a mandated benchmark of the National Reporting System's (NRS) core outcome measure of "Educational Gains."

Source: Iowa's Community Colleges Adult Literacy Program Plans for Program Year 2005 and the Iowa Department of Education's amended State Plan for Program Year 2005.

Table 14

**Approved Benchmark Percentage Level for Program Year 2005
For the Education Gain Core Benchmarks
(July 1, 2004 – June 30, 2005)**

Program Type: English Literacy

Educational Functioning Level Category: EL Beg.

| COMMUNITY COLLEGE DISTRICT NAME | APPROVED BENCHMARK PERCENTAGE LEVEL |
|--|--|
| Northeast Iowa Comm. College | 37% |
| North Iowa Area Comm. College | 35% |
| Iowa Lakes Community College | 40% |
| Northwest Iowa Comm. College | 39% |
| Iowa Central Comm. College | 37% |
| Iowa Valley Community College Dist. | 45% |
| Hawkeye Comm. College | 43% |
| Eastern Iowa Community College Dist. | 40% |
| Kirkwood Community College | 37% |
| Des Moines Area Community College | 40% |
| Western Iowa Tech Comm. College | 43% |
| Iowa Western Comm. College | 37% |
| Southwestern Comm. College | 37% |
| Indian Hills Comm. College | 42% |
| Southeastern Comm. College | 40% |
| Iowa Department of Education | 40% |

The data presented in this chart is a mandated benchmark of the National Reporting System's (NRS) core outcome measure of "Educational Gains."

Source: Iowa's Community Colleges Adult Literacy Program Plans for Program Year 2005 and the Iowa Department of Education's amended State Plan for Program Year 2005.

Table 15

**Approved Benchmark Percentage Level for Program Year 2005
For the Education Gain Core Benchmarks**

(July 1, 2004 – June 30, 2005)

Program Type: English Literacy

Educational Functioning Level Category: EL Int. Low

| COMMUNITY COLLEGE DISTRICT NAME | APPROVED BENCHMARK PERCENTAGE LEVEL |
|--|--|
| Northeast Iowa Comm. College | 37% |
| North Iowa Area Comm. College | 35% |
| Iowa Lakes Community College | 40% |
| Northwest Iowa Comm. College | 38% |
| Iowa Central Comm. College | 37% |
| Iowa Valley Community College Dist. | 45% |
| Hawkeye Comm. College | 43% |
| Eastern Iowa Community College Dist. | 40% |
| Kirkwood Community College | 37% |
| Des Moines Area Community College | 40% |
| Western Iowa Tech Comm. College | 43% |
| Iowa Western Comm. College | 37% |
| Southwestern Comm. College | 37% |
| Indian Hills Comm. College | 42% |
| Southeastern Comm. College | 43% |
| Iowa Department of Education | 40% |

The data presented in this chart is a mandated benchmark of the National Reporting System's (NRS) core outcome measure of "Educational Gains."

Source: Iowa's Community Colleges Adult Literacy Program Plans for Program Year 2005 and the Iowa Department of Education's amended State Plan for Program Year 2005.

Table 16

**Approved Benchmark Percentage Level for Program Year 2005
For the Education Gain Core Benchmarks
(July 1, 2004 – June 30, 2005)**

Program Type: English Literacy

Educational Functioning Level Category: EL Int. High

| COMMUNITY COLLEGE DISTRICT NAME | APPROVED BENCHMARK PERCENTAGE LEVEL |
|--|--|
| Northeast Iowa Comm. College | 37% |
| North Iowa Area Comm. College | 35% |
| Iowa Lakes Community College | 40% |
| Northwest Iowa Comm. College | 38% |
| Iowa Central Comm. College | 37% |
| Iowa Valley Community College Dist. | 42% |
| Hawkeye Comm. College | 37% |
| Eastern Iowa Community College Dist. | 40% |
| Kirkwood Community College | 37% |
| Des Moines Area Community College | 40% |
| Western Iowa Tech Comm. College | 43% |
| Iowa Western Comm. College | 37% |
| Southwestern Comm. College | 37% |
| Indian Hills Comm. College | 42% |
| Southeastern Comm. College | 37% |
| Iowa Department of Education | 40% |

The data presented in this chart is a mandated benchmark of the National Reporting System's (NRS) core outcome measure of "Educational Gains."

Source: Iowa's Community Colleges Adult Literacy Program Plans for Program Year 2005 and the Iowa Department of Education's amended State Plan for Program Year 2005.

Table 17

**Approved Benchmark Percentage Level for Program Year 2005
For the Education Gain Core Benchmarks
(July 1, 2004 – June 30, 2005)**

Program Type: English Literacy

Educational Functioning Level Category: EL Low Adv.

| COMMUNITY COLLEGE DISTRICT NAME | APPROVED BENCHMARK PERCENTAGE LEVEL |
|--|--|
| Northeast Iowa Comm. College | 37% |
| North Iowa Area Comm. College | 35% |
| Iowa Lakes Community College | 40% |
| Northwest Iowa Comm. College | 38% |
| Iowa Central Comm. College | 37% |
| Iowa Valley Community College Dist. | 42% |
| Hawkeye Comm. College | 35% |
| Eastern Iowa Community College Dist. | 40% |
| Kirkwood Community College | 37% |
| Des Moines Area Community College | 35% |
| Western Iowa Tech Comm. College | 37% |
| Iowa Western Comm. College | 37% |
| Southwestern Comm. College | 37% |
| Indian Hills Comm. College | 42% |
| Southeastern Comm. College | 37% |
| Iowa Department of Education | 40% |

The data presented in this chart is a mandated benchmark of the National Reporting System's (NRS) core outcome measure of "Educational Gains."

Source: Iowa's Community Colleges Adult Literacy Program Plans for Program Year 2005 and the Iowa Department of Education's amended State Plan for Program Year 2005.

Table 18

**Approved Benchmark Percentage Level for Program Year 2005
For the Follow-Up Benchmarks
(July 1, 2004 – June 30, 2005)**

Follow-Up Measure Category: Entered Employment

| COMMUNITY COLLEGE DISTRICT NAME | APPROVED BENCHMARK PERCENTAGE LEVEL |
|--|--|
| Northeast Iowa Comm. College | 60% |
| North Iowa Area Comm. College | 63% |
| Iowa Lakes Community College | 63% |
| Northwest Iowa Comm. College | 62% |
| Iowa Central Comm. College | 62% |
| Iowa Valley Community College Dist. | 63% |
| Hawkeye Comm. College | 60% |
| Eastern Iowa Community College Dist. | 63% |
| Kirkwood Community College | 60% |
| Des Moines Area Community College | 63% |
| Western Iowa Tech Comm. College | 63% |
| Iowa Western Comm. College | 60% |
| Southwestern Comm. College | 60% |
| Indian Hills Comm. College | 65% |
| Southeastern Comm. College | 60% |
| Iowa Department of Education | 63% |

The data presented in this chart is a mandated benchmark of the National Reporting System's (NRS) core outcome measure of "Entered Employment".

Source: Iowa's Community Colleges Adult Literacy Program Plans for Program Year 2005 and the Iowa Department of Education's amended State Plan for Program Year 2005.

Table 19

**Approved Benchmark Percentage Level for Program Year 2005
For the Follow-Up Benchmarks
(July 1, 2004 – June 30, 2005)**

Follow-Up Measure Category: Retained Employment

| COMMUNITY COLLEGE DISTRICT NAME | APPROVED BENCHMARK PERCENTAGE LEVEL |
|--|--|
| Northeast Iowa Comm. College | 75% |
| North Iowa Area Comm. College | 75% |
| Iowa Lakes Community College | 81% |
| Northwest Iowa Comm. College | 77% |
| Iowa Central Comm. College | 75% |
| Iowa Valley Community College Dist. | 78% |
| Hawkeye Comm. College | 77% |
| Eastern Iowa Community College Dist. | 78% |
| Kirkwood Community College | 75% |
| Des Moines Area Community College | 78% |
| Western Iowa Tech Comm. College | 78% |
| Iowa Western Comm. College | 75% |
| Southwestern Comm. College | 75% |
| Indian Hills Comm. College | 79% |
| Southeastern Comm. College | 75% |
| Iowa Department of Education | 78% |

The data presented in this chart is a mandated benchmark of the National Reporting System's (NRS) core outcome measure of "Retained Employment".

Source: Iowa's Community Colleges Adult Literacy Program Plans for Program Year 2005 and the Iowa Department of Education's amended State Plan for Program Year 2005.

Table 20

**Approved Benchmark Percentage Level for Program Year 2005
For the Follow-Up Benchmarks
(July 1, 2004 – June 30, 2005)**

Follow-Up Measure Category: Entered Postsecondary Education or Training

| COMMUNITY COLLEGE DISTRICT NAME | APPROVED BENCHMARK PERCENTAGE LEVEL |
|--|--|
| Northeast Iowa Comm. College | 32% |
| North Iowa Area Comm. College | 30% |
| Iowa Lakes Community College | 32% |
| Northwest Iowa Comm. College | 30% |
| Iowa Central Comm. College | 32% |
| Iowa Valley Community College Dist. | 35% |
| Hawkeye Comm. College | 32% |
| Eastern Iowa Community College Dist. | 30% |
| Kirkwood Community College | 30% |
| Des Moines Area Community College | 30% |
| Western Iowa Tech Comm. College | 38% |
| Iowa Western Comm. College | 32% |
| Southwestern Comm. College | 30% |
| Indian Hills Comm. College | 32% |
| Southeastern Comm. College | 35% |
| Iowa Department of Education | 35% |

The data presented in this chart is a mandated benchmark of the National Reporting System's (NRS) core outcome measure of "Entered Postsecondary Education or Training".

Source: Iowa's Community Colleges Adult Literacy Program Plans for Program Year 2005 and the Iowa Department of Education's amended State Plan for Program Year 2005.

Table 21

**Approved Benchmark Percentage Level for Program Year 2005
For the Follow-Up Benchmarks
(July 1, 2004 – June 30, 2005)**

Follow-Up Measure Category: Obtained a GED or Secondary School Diploma

| COMMUNITY COLLEGE DISTRICT NAME | APPROVED BENCHMARK PERCENTAGE LEVEL |
|--|--|
| Northeast Iowa Comm. College | 53% |
| North Iowa Area Comm. College | 52% |
| Iowa Lakes Community College | 57% |
| Northwest Iowa Comm. College | 54% |
| Iowa Central Comm. College | 52% |
| Iowa Valley Community College Dist. | 55% |
| Hawkeye Comm. College | 52% |
| Eastern Iowa Community College Dist. | 55% |
| Kirkwood Community College | 52% |
| Des Moines Area Community College | 55% |
| Western Iowa Tech Comm. College | 60% |
| Iowa Western Comm. College | 52% |
| Southwestern Comm. College | 52% |
| Indian Hills Comm. College | 58% |
| Southeastern Comm. College | 60% |
| Iowa Department of Education | 55% |

The data presented in this chart is a mandated benchmark of the National Reporting System's (NRS) core outcome measure of "Obtained a GED or Secondary School Diploma".

Source: Iowa's Community Colleges Adult Literacy Program Plans for Program Year 2005 and the Iowa Department of Education's amended State Plan for Program Year 2005.

Table 22

**Approved Benchmark Percentage Level Increase for Program Year 2005
For Iowa's Basic Skills Certification Program
(July 1, 2004 – June 30, 2005)**

Follow-Up Measure Category: Iowa Basic Skills Certification Program

| COMMUNITY COLLEGE DISTRICT NAME | APPROVED BENCHMARK NUMBER LEVEL | PERCENT INCREASE FROM PY 2004 |
|--|--|--|
| Northeast Iowa Comm. College | 121 | 10% |
| North Iowa Area Comm. College | 27 | 13% |
| Iowa Lakes Community College | 203 | 0% |
| Northwest Iowa Comm. College | 105 | 17% |
| Iowa Central Comm. College | 993 | 10% |
| Iowa Valley Community College Dist. | 301 | 10% |
| Hawkeye Comm. College | 75 | 50% |
| Eastern Iowa Community College Dist. | 710 | 17% |
| Kirkwood Community College | 361 | 10% |
| Des Moines Area Community College | 843 | 10% |
| Western Iowa Tech Comm. College | 310 | 17% |
| Iowa Western Comm. College | 226 | 0% |
| Southwestern Comm. College | 95 | 0% |
| Indian Hills Comm. College | 571 | 10% |
| Southeastern Comm. College | 637 | 10% |
| Iowa Department of Education | 5,578 | 10% |

Source: Iowa's Community Colleges Adult Literacy Program Plans for Program Year 2005 and the Iowa Department of Education's amended State Plan for Program Year 2005.

Table 23

**Approved Benchmark Percentage Level for Program Year 2005
For Iowa's GED Pass Rate
(July 1, 2004 – June 30, 2005)**

Follow-Up Measure Category: GED Pass Rate

| COMMUNITY COLLEGE DISTRICT NAME | APPROVED BENCHMARK NUMBER LEVEL |
|--|--|
| Northeast Iowa Comm. College | 92% |
| North Iowa Area Comm. College | 92% |
| Iowa Lakes Community College | 95% |
| Northwest Iowa Comm. College | 95% |
| Iowa Central Comm. College | 94% |
| Iowa Valley Community College Dist. | 94% |
| Hawkeye Comm. College | 95% |
| Eastern Iowa Community College Dist. | 95% |
| Kirkwood Community College | 92% |
| Des Moines Area Community College | 94% |
| Western Iowa Tech Comm. College | 96% |
| Iowa Western Comm. College | 93% |
| Southwestern Comm. College | 92% |
| Indian Hills Comm. College | 95% |
| Southeastern Comm. College | 95% |
| Iowa Department of Education | 94% |

Source: Iowa's Community Colleges Adult Literacy Program Plans for Program Year 2005 and the Iowa Department of Education's amended State Plan for Program Year 2005.

OBSERVATIONS

The following observations for the establishment of benchmark projections for Program Year 2004 are:

- Program Year 2005 is the third year that Iowa's community colleges have established benchmark projections. The projections will assist the local programs to establish program priorities and strategies for benchmark attainment.
- The benchmark attainment for Program Years 2001-2003 and benchmark projections for Program Year 2004 will provide a database for Program Year 2005 benchmark projections.
- A series of special demonstration projects and research projects have been initiated in order to assist local program successfully achieve benchmark projections.
- The successful benchmark completion rate is viewed as the key indicator for measuring program accountability and continuous program improvement at the state and local level.
- The Program Year 2005 benchmark projections indicate that Iowa's community college based adult literacy programs are in close proximity to the state level negotiated benchmarks. This observation indicates that Iowa's adult basic education community college based delivery system is seamless, comprehensive, pro-active and united.
- The state level benchmark projections indicate that the statewide adult literacy program is in close proximity to the Federal benchmark level projections for the "Educational Gains" benchmarks.

APPENDIX A

ADULT LITERACY STAFF DEVELOPMENT PLAN FOR PROGRAM YEAR 2005



STATE OF IOWA

THOMAS J. VILSACK, GOVERNOR
SALLY J. PEDERSON, LT. GOVERNOR

DEPARTMENT OF EDUCATION
TED STILWILL, DIRECTOR

DATE: January 15, 2004
TO: ABE Coordinators
FROM: Bureau of Community Colleges
SUBJECT: ABE Staff Development Plan for PY 2005

Attached is a copy of the guidelines for: 1) amending the FY 2000-2004 local ABE Program Plan, 2) submission of the staff development plan for PY 2005 (July 1, 2004-June 30, 2005), 3) Benchmark Projections, and 4) EL Civics Program. The local program plan amendment is optional but the submission of the PY 2005 staff development plan and benchmark projections are required. **Please submit three (3) copies of the amended plan and/or staff development to me by April 15, 2004.** You may submit an electronic draft copy to me prior to April 15, 2004. There is a checklist of all items required at the back of this document.

The "Certificate Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion Lower Tier Covered Transactions" page must be signed and included with the plan.

Section V is for those who would like to apply for an EL/Civics grant. The one year special allocation and guidelines for application are found in Section V.

Section VI is the benchmark section and is included as an opportunity to measure your program's progress and set projections for 2005.

If there are questions, please contact me.

Sincerely,

Sally S. Schroeder
Adult Education Consultant
Iowa Department of Education
Grimes State Office Building
Des Moines, IA 50319
Phone: 515/281-3640
Fax: 515/281-6544
Email sally.schroeder@ed.state.ia.us

Attachments

State of Iowa
DEPARTMENT OF EDUCATION
Bureau of Community Colleges
Grimes State Office Building
Des Moines, IA 50319-0146

Proposal No. _____
(DE Use Only)

Guidelines for Grant-for Services

FIVE YEAR ADULT EDUCATION GRANT-FOR-SERVICES

The Adult Education and Family Literacy Act (Title II) of Workforce Investment Act of 1998.

COVER SHEET

☐ Amended Grant-for-Services for Adult Basic Education
☒ Staff Development Plan for PY 2005

Submitted by _____ in accordance with the Iowa State Program of Adult Basic Education for the period of **July 1, 2004** through **June 30, 2005**.

| | |
|--|---------------|
| _____ Signature of ABE Coordinator | _____ Date |
| _____ Signature of Business Manager | _____ Date |
| _____ Signature of Administrative Officer | _____ Date |

.....
To be completed by the Iowa Department of Education

Date which plan or amendment is effective: July 1, 2004

Approved: _____
Signature of Consultant
Bureau of Community Colleges
and Workforce Preparation
Date

GRANT FOR SERVICES VENDOR FACT SHEET

All blanks must be filled in. Put "N/A" if not applicable. Please type or print in black ink.
Submit three copies of grant-for-services.

1. _____
Legal Name of Sponsor

Business Address Phone (area code)

Parent Organization (if applicable)

Parent Organization Business Address Phone (area code)

2. Check the Organization:
- _____ a. Community College
 - _____ b. Public School District
 - _____ c. 4-Year College University
 - _____ d. Other _____
(name of organization)

3. Person responsible for directing the program:

Name Title

Address Phone (area code)

4. Legal Fiscal Agent:

Name Title

Address Phone (area code)

SECTION I: LOCAL PLAN NARRATIVE GUIDELINES

(if you are not amending your Local Plan, skip Section I)

Section 231(a) of the Workforce Investment Act of 1998 (The Adult Education and Family Literacy Act) indicates “from grant funds made available under Section 211(b), each eligible agency shall award multiyear grants or contracts, on a competitive basis, to eligible providers within the State or outlying area to enable eligible providers to develop, implement, and improve adult education and literacy activities within the state.” Section 231(e) provides that the below listed twelve (12) criteria shall be utilized in the screening and selection of local provider proposals.

The listed (12) criteria provides the request for proposal (RFP) guidelines for grant consideration under the auspices of the title II of the Workforce Investment Act of 1998.

A. Integrated Programs

The following twelve (12) selection criteria will constitute the major portion of the RFP guidelines. The RFP guidelines will contain the following sections relative to the twelve selection criteria. The numbers in parentheses following each criteria statement reflects the number of possible points awarded for that section of the local proposal. Selection criteria numbers 1, 2, 4, 6, 7, and 11 are weighted due their increase priority to meet the mandates of the Act. The highest number of points an application could receive would be 100.

1. *The degree to which the eligible provider will establish measurable goals for participant outcomes. (14)*

This section should describe: 1) the process of establishing core performance indicators, 2) strategies for data collection on the core performance indicators, 3) process(es) for reporting progress on the achievement of core performance indicators.

The measurable goals center around three (3) different levels of core performance indicators.

- a. demonstrated improvements in literacy level skill levels in reading, writing, and speaking the English language, numeracy, problem-solving, English language acquisition, and other literacy skills;
- b. placement in, retention in, or completion of postsecondary education, training, unsubsidized employment or career advancement;
- c. receipt of a secondary school diploma [includes adult high school diploma] or its recognized equivalent [GED].

The first set of core performance indicators (basic skills) will be measured in terms of Iowa’s Basic Skills Certification program for the following educational functioning levels: 1) beginning literacy, 2) beginning ABE, 3) intermediate literacy. The application will list the percentage of basic skills certificates that will be issued at each CASAS certification level (i.e. levels A-D). The benchmark percentage range for each level is as follows:

| CASAS Certification Level | Percentage Range of Certificates Issued |
|------------------------------|--|
| A | 12-16% |
| B | 35-39% |
| C | 37-41% |
| D | 7-11% |

The percentage ranges are based on an analysis of the information received from the four (4) basic skills certification pilot test sites.

The second set of basic skills core performance indicators (English Literacy Programs) will be measured in terms of percentage compilations for the following educational functioning levels. The benchmark percentage range for each Level is as follows:

| Educational Functioning Level | Percentage Range Completion Level |
|--------------------------------------|--|
| Beginning Literacy (ESL) | 23-26% |
| Beginning ESL | 21-24% |
| Intermediate ESL | 32-37% |
| Advanced ESL | 56-59% |

The second set of basic skills core performance indicators (follow-up) will be measured in terms of percentages for the following categories: 1) number of persons who entered other education or training programs, and 2) number of persons who gained employment, secured employment retention, or obtained job advancement.

The first category (number of persons who entered other education or training programs) will be reported in terms of a percentage range. The benchmark percentage range is as follows:

| Category | Percentage Range of Persons Who Entered Other Education or Training Programs |
|--|---|
| Entered other education or training programs | 10-14% |

The second category (placement in unsubsidized employment) will be reported in terms of a percentage range. The benchmark percentage range is as follows:

| Category | Percentage Range in Placement in Unsubsidized Employment |
|--------------------------------------|---|
| Placement in unsubsidized employment | 11-15% |

The third category (number of adults who gained employment, secured employment retention, or obtained job advancement) will be reported in terms of a percentage range. The benchmark percentage range is as follows:

| Category | Percentage Range of Persons Who Were in, Retained, or Advanced in Employment |
|---|---|
| Persons who retained, or advanced in employment | 12-16% |

The third set of basic skills core performance indicators (adult high school or GED completion) will be measured in terms of the percent of persons referred from adult high school diploma/adult secondary education (ASE) classes who earn an adult high school diploma or GED diploma. The benchmark percentage range is as follows:

| Category | Percentage Range of Adult High School or GED Credentials Earned |
|---|---|
| Adult High School Adult Secondary Education (ASE) | 45-48% |

2. *The past effectiveness of an eligible provider in improving literacy skills of adult and families, and, after the one-year period beginning with the adoption of an eligible agency's performance measures, the success of an eligible provider receiving funds in meeting or exceeding such performance measures, especially with respect to those adults with the lowest levels of literacy. (10)*

The following areas should be addressed: 1) number of persons (16+) functioning at the National Adult Literacy Survey (NALS) Levels 1 and 2 by city, county, Congressional district, or community college district, 2) the strategies that will be utilized to meet or exceed the core performance indicator standards within one year after adoption commencing on July 1, 1999, especially with respect to those adults with the lowest levels of literacy (i.e. NALS Levels 1 and 2), 3) the past effectiveness of the provider in meeting the literacy needs of the adult population including the number of years the provider has rendered basic skills education and services.

3. *The commitment of the eligible provider to serve individuals in the community who are most in need of literacy services, including individuals who are low income or have minimal literacy skills. (5)*

This section should include: 1) a description of a profile of adults functioning at NALS Levels 1 and 2, 2) a strategy for serving the state's priority target populations, 3) the number of low income adults residing in the geographical area served by the local provider and specific strategies for meeting their literacy needs.

The priority target populations are as follows:

- **able-bodied** welfare recipients (AWR). Persons who received AFDC or food stamps and who did not have disabilities which prevented them from working. Able-bodied welfare recipients, including women caring for young children, represent about 7.4 percent of the Iowa adult population and about three-quarters of the Iowa adult population receiving welfare;
- **low-wage** earners who were not recipients of public assistance (LWW). Adults who did not receive AFDC or food stamps and were employed full-time at, or below, the minimum wage. This population constitutes about 8.4 percent of the Iowa adult population;
- **at-risk** youth (ARY). Persons age 16 to 21 who had not completed high school and were not currently enrolled in school. At-risk youth comprises approximately .6 percent of the Iowa population age 16 and over;
- **persons** for whom English was their second language (ESL). Persons who indicated on the IASALS that they would not speak or write in English. The ESL population constitutes about 1.4 percent of the Iowa adult population;
- **dropouts** with relatively high educational attainment (HiDrp). Persons who dropped out of high school during eleventh grade. This population makes up about 3.1 percent of the Iowa adult population;
- **least** educated school dropouts (LoDrp). Persons whose educational attainment was grade ten or less. LoDrp comprises about 1.7 percent of the Iowa adult population;
- **other** eligible populations (i.e. minorities, corrections, institutionalized, etc.)

4. *Whether or not the program: (a) is of sufficient intensity and duration for participants to achieve substantial learning gains, (b) uses instructional practices such as phonemic awareness, systematic phonics, fluency, and reading comprehension that research has proven to be effective in teaching individuals to read. (10)*

The criteria “of sufficient intensity and duration” can be quantified and reported by: 1) the Iowa Basic Skills Certification Program, or 2) the attainment of individual student goals in relation to specific competencies and clusters of competencies in which the adult learner has demonstrated mastery.

This section should describe the strategies the eligible provider will adopt to demonstrate the criteria “of sufficient and duration” in relation to the implementation of the Iowa Basic Skills Certification Program and/or student goal attainment accomplishments in relation to specific competencies achieved or student goal attainment.

This section should also describe current and future instructional strategies, practices and methodologies that have proven effective in teaching individuals to read.

5. *Whether the activities effectively employ advances in technology is appropriate, including the use of computers. (5)*

The section should include a description of the current and future strategies the eligible provider will utilize with the use of instructional technology. This description should detail: 1) the type of instructional software utilized, 2) the number of computers available, 3) the different types (i.e. brands) of computers utilized, 4) the number of instructional sites utilizing instructional technology strategies, 5) the number of projected sites to utilize instructional technology in the next five (5) years.

6. *Whether the activities are built on a strong foundation of research and effective educational practice. (12)*

This section should describe the specific Iowa research studies including practitioner studies, conducted during the last 5-8 years, which have led to improvement in current or projected instructional activities or led to innovative new approaches in curriculum development, competency based education, accountability, identification of target populations, etc. Describe other studies which have assisted in program improvement and accountability.

This section should include a description of how the Iowa Basic Skills Certification Program will be integrated into the basic skills programs over the next 3 years beginning July 1, 1999. This description should include: 1) the number and types of instructional sites (i.e. workforce development centers, corrections, community action centers, institutions, libraries, etc.), 2) the number of potential students who will be served by the basic skills certification program, 3) the projected number of certificates to be issued over the next 3 years beginning July 1, 1999.

7. *Whether the activities provide learning in real life contexts to ensure that an individual has the skills needed to compete in the workplace and exercise the rights and responsibilities of citizenship. (10)*

Describe the strategies utilized to incorporate the priority competency areas, delineated in the Iowa Adult Basic Skills Survey (IABSS) study, into student, instructional and program outcomes. Include a description of how priority competencies are taught in a real life context to assist the learner in meeting employability and/or life skills goals.

8. *Whether the activities are staffed by well-trained instructors, counselors and administrators. (5)*

Describe the qualifications which the instructional staff, counselors and administrators possess. This section should include the annual staff development plan for state fiscal year 2000 (July 1, 1999-June 30, 2000). The staff development plan should include goals, objectives and specific activities along with an estimate of the amount of dollars needed to fund staff development activities.

9. *Whether the activities coordinate with other available resources in the community, such as by establishing strong links with elementary schools and secondary schools, postsecondary educational institutions, one-stop centers, job training centers, and social service agencies. (5)*

This section should include: 1) the number and types of agencies, organizations, institutions, etc. with whom the eligible provider currently collaborates, coordinates and cooperates, 2) the number and types of entities represented on the participatory planning committee, 3) the role, scope and function of the participatory planning committee in formulating policy, establishing strategic planning activities, and providing over all guidance and direction for the basic skills program.

This section should also describe the process the local provider has initiated to implement the memorandum of understanding (MOU) with the local Workforce Development Center. The most common literacy services provided are: 1) initial assessment utilizing the CASAS ECS 130 appraisal, 2) referral to literacy classes, 3) providing adult learner progress reports utilizing the TOPSpro software. This section should also describe any negotiated financial arrangements to provide basic literacy services.

10. *Whether the activities offer flexible schedules and support service (such as child care and transportation) that are necessary to enable individuals, including individuals with disabilities or special needs, to attend and complete programs. (5)*

This section should describe: 1) support services (i.e. child care, transportation, etc.) currently available, 2) cooperative agreements with other agencies (i.e. vocational rehabilitation, Department of Human Services, etc.) designed to assist in providing ancillary services, 3) types of class scheduling strategies to assist individuals with disabilities or special needs.

11. *Whether the activities maintain a high-quality information management system that has the capacity to report participant outcomes and to monitor program performance against the eligible agency performance measures. (14)*

This section should include: 1) a description of how the statewide basic skills information system (i.e. TOPSpro) will be integrated and utilized for reporting student outcomes, program outcomes, and core performance indicators, 2) future plans for expansion of the TOPSpro system and for reporting and accountability purposes during the next three years beginning July 1, 1999.

12. *Whether the local communities have demonstrated a need for additional English literacy [ESL] programs. (5)*

This section should describe: 1) the current and projected number of students enrolled in English literacy (ESL) programs, 2) a description of English literacy target population(s) located within the geographical area served by the eligible provider, 3) projected number of adults in need of English literacy services.

B. Family Literacy Component

The following four (4) additional screening criteria will be used as an additional evaluation tool for any local grant proposal containing a family literacy component. The number in parentheses following each selection criteria statement reflects the number of possible points awarded to that section of the local proposal. The total number of possible additional points for the family literacy section is 40.

1. *Interactive literacy activities between parents and their children. (10)*

This section should describe the strategies to ensure that instructional activities encourage an active interchange between the parents and their children (i.e. reading and reflection activities, innovative methods of communication among family members, etc.)

2. *Training for parents regarding how to be the primary teacher for their children and full partners in the education of their children. (10)*

This section should delineate instructional activities and strategies designed to instruct parents how to teach their children the value of education and the encouragement of children to value the educational process.

3. *Parent literacy training that leads to economic self-sufficiency. (10)*

This section should detail educational experiences and activities which will give parents the literacy skills necessary to effectively function in the workplace. These activities could lead to the granting of basic skills certificates, adult high school diploma or attainment of the GED diploma.

4. *An age-appropriate education to prepare children for success in school and life experiences. (10)*

This section should describe educational methodologies, strategies and outcomes to ensure that age-appropriate instruction will successfully prepare children for potential success in future educational experiences.

SECTION II: COMPLIANCES

1. The grantee will submit annually the prorate sheet containing statistics on number of classes and enrollment, contact hours, and reimbursable hours, and ABE-9 financial form outlining federal and local expenditures.
2. The ATT-1/ATT-2 forms must be submitted to request approval and reimbursement for teacher training activities and to following progress in the completion of the indicated activities.

SECTION III: ASSURANCE PROCEDURES

The following criteria for assurance procedures must be included in all local program plans.

1. Procedure for determining that no more than 10% of federal funds are expended for corrections or institutionalized programs.
2. Procedure of policy for serving adult populations in NALS Levels 1 and 2.
3. Federal funds used for local ABE programs are on a 75% basis, providing adequate funds are available, with remaining 25% or more provided by grantee.
4. Certification that the governing board of grantee has approved participation in the Adult Basic Education Program of the Adult Education and Family Literacy Act.
5. Certification that the Adult Basic Education Program will be conducted in compliance with regulations as stated in the Iowa State Plan for Adult Basic Education, Department of Education; fiscal, program and class enrollment reports will be submitted as requested by the State Department of Education.
6. Certification that Adult Basic Education Program will comply with all relevant provisions of the Iowa Civil Rights Act of 1965 as amended, Iowa Executive Order #15 of 1973, Federal Executive Order 11246 of 1965 as amended by Federal Executive Order 11275 of 1967, the Equal Employment Opportunity Act of 1972, and all provisions relevant to fair employment.
7. Certification that no more than 5% of the federal allocation will be expended on administrative salaries and benefits.

8. Certification that all students, faculty and other program beneficiaries will have equal access to program services regardless of gender, race, color, national origin, disability, or age.
9. Certification that the special needs of student, faculty and other program beneficiaries will be addressed.

SECTION IV: STAFF DEVELOPMENT

Describe the methods by which the staff development plan will provide professional growth for program personnel (supervisory, teachers, aides, counseling and clerical). Discussion should include, but not be limited to, areas of orientation, pre-service and inservice at local, quadrant and state levels. Consider how technology will affect the local plan. Is the state plan reflected in the local plan? Are the state initiatives such as GED 2002, family literacy and ESL addressed?

This section should contain goal statements, objectives, and activities for the goals and objectives established in Part II.2. Project a 5% increase in your budget. Include a proposed one-year itemized budget following the guidelines listed below:

A. Non-Allowable Costs

- 1) Stipends will not be paid to workshop participants out of state teacher training monies.
- 2) Lodging will not be paid out of state teacher training monies without prior approval from the Adult Education Section.
- 3) Expenses for out-of-state travel (e.g. ABE Commission, AAACE) will not be paid out of teacher training monies without prior approval from the Adult Education Section.

B. Allowable Costs

- 4) In-state travel will be reimbursed at the institutional rate, not to exceed 29 cents per mile.
- 5) Meals will be reimbursed in accordance with the state guidelines, not to exceed:
 - a) breakfast \$5.00
 - b) lunch \$6.00
 - c) dinner \$12.00
- 6) State-wide conferences may be included in this plan.
- 7) State adult education teacher training monies may be used to send additional participants to a state leadership teacher training workshop. The project director must approve the additional participants. Only expenses for mileage and meals may be provided.
- 8) ABE teacher training funds may be used for fees, honorariums, and materials necessary for teacher training activities.

C. Sample Outline for Adult Education Program/Teacher Training Plan

Adult Education Program Plan

Priority Area I

Goal I

Objective 1.

Activity 1.

Activity 2.

Objective 2.
 Activity 1.
 Activity 2.
 Goal II
 Priority Area II

| ADULT EDUCATION TEACHER TRAINING | | | | | | |
|----------------------------------|-------------------------------|------------------------|----------------------------------|-----------|-------|----------|
| | | | | Projected | Total | Costs |
| Dates | Activity Title and Objectives | Number of Participants | Projected Breakdown of Costs | State | Local | Combined |
| | | | (As applicable to each activity) | | | |
| | | | Travel | | | |
| | | | Meals | | | |
| | | | Fees | | | |
| | | | Honorariums | | | |
| | | | Materials | | | |
| | | | Other | | | |

Total State Reimbursement Requested _____

SECTION V: ENGLISH LITERACY AND CIVICS EDUCATION

A one year special allocation will be available for the purpose of expanding and enhancing English Literacy and Civics Education programs. To qualify for the allocations, the following must be submitted:

A. Define the EL population

Specify ethnic groups
 Approximate number served
 Number of current EL classes/location

B. Describe the services provided

Include potential for expanded services
 Instructional method description

C. Plan

Include goals/objectives for the project
 Time lines
 Outcomes

SECTION VI: BENCHMARKS

The purpose of the Benchmark section is to make reasonable benchmark projections for local program attainment for PY 2005. List specific steps to achieve projected benchmarks. Strategies may include orientation, staff development, coding, etc. Refer to the following four reports: 1) *Iowa's Adult Basic Education Program Benchmark Projections for PY 2004*, 2) *Iowa's Community College Basic Literacy Skills Credential Program Year 2002 (July 1, 2002 – June 30, 2003)*, 3) *Iowa's Adult Basic Education Program Annual Benchmark Report Program Year 2002 (July 1, 2002-June 30, 2003)* and 4) *Iowa's NRS Benchmark CQI Model*.

1. Basic Skills Certification

- Project a 17% increase in 2005. As an example from Table 1:
- In 2003, the total number of certificates in the state was 5,100; 17% of this would be 867 totaling 5,967.
- In 2003, SECC total was 579; 17% of this would be 98 totaling 677.
- Include a narrative for benchmark attainment.
- Project 17% increase in the number of certificates for your college _____.

Table 1

Number of Basic Literacy Skills Certificates Projected by Community Colleges for Program Year 2005

| A Community College | B Negotiated Program Year 2004 | C Projected Program Year 2005 |
|---|---|--|
| Northeast Iowa Community College | 110 | 121 |
| North Iowa Area Community College | 24 | 26 |
| Iowa Lakes Community College | 203 | 223 |
| Northwest Iowa Community College | 90 | 99 |
| Iowa Central Community College | 903 | 993 |
| Iowa Valley Community College District | 273 | 300 |
| Hawkeye Community College | 50 | 55 |
| Eastern Iowa Community College District | 607 | 668 |
| Kirkwood Community College | 328 | 361 |
| Des Moines Area Community College | 767 | 844 |
| Western Iowa Tech Community College | 282 | 310 |
| Iowa Western Community College | 266 | 293 |
| Southwestern Community College | 101 | 111 |
| Indian Hills Community College | 519 | 571 |
| Southeastern Community College | 579 | 637 |
| Total | 5,100 | 5,612 |

Source: Iowa's Community Colleges Adult Literacy Programs Plans for PY 2004 and the Iowa Department of Education's Amended State Plan PY 2003-2004 (Revised Table 12).

2. Pre/Post Assessment

- Using Table 2, insert your college's projections in 2005.
- Refer to the reports listed.
- Include a narrative for benchmark attainment.
- Benchmark projections should be 3% points + or – the state negotiated benchmark. If there is a reason a program is not in the 3% range + or -, please state the reason.

Table 2

Pre/Post Assessment Percentage by Instructional Program

| Instructional Program | Negotiated State 2005 | Projected College 2005 |
|------------------------------------|----------------------------------|-----------------------------------|
| Adult Basic Education (ABE) | 82% | |
| Adult Secondary Education (ASE) | 86% | |
| English-as-a-Second Language (ESL) | 45% | |

Source: Iowa's Adult Literacy Program Annual Benchmark Report: Table 4B: PY 2003

3. Educational Gains/Follow-up Measures

- Insert Projections for 2005 into Table 3.
- Benchmark projections should be 3% points + or – the state negotiated benchmark. If there is a reason a program is not in the 3% range + or -, please state the reason.
- Include a narrative for benchmark attainment.
- Utilize the CQI model for achieving benchmark attainment.

Table 3

**Iowa's Adult Literacy Program
Benchmark Projections for Program Year 2005**

| Instructional Program | State Projected Attainment Percent for Program Year 2005 | College Projected Attainment Percent for Program Year 2005 |
|--|--|--|
| FEDERAL BENCHMARKS | | |
| Educational Gains Core Measures delineated by Educational Functioning Level | | |
| Adult Basic Education (ABE) | | |
| Beginning Literacy ABE | 37% | |
| Beginning ABE | 40% | |
| Low Intermediate ABE | 45% | |
| High Intermediate ABE | 45% | |
| Adult Secondary Education (ASE) | | |
| Low ASE | 50% | |
| English-as-a-Second Language (ESL) | | |
| Beginning Literacy ESL | 45% | |
| Beginning ESL | 40% | |
| Low Intermediate ESL | 40% | |
| High Intermediate ESL | 40% | |
| Low Advanced ESL | 40% | |
| Follow-up Core Measures | | |
| Entered Employment | 63% | |
| Job Retention | 78% | |
| Earned GED or HS Comp. | 55% | |
| Entered Post-Secondary Education or Training | 30% | |
| OTHER STATE BENCHMARK | | |
| GED Pass Rate | 94% | |

Source: Iowa's Adult Literacy Program Benchmark Projection Report: Program Year 2004.

**CERTIFICATION REGARDING
DEPARTMENT, SUSPENSION, INELIGIBILITY
AND VOLUNTARY EXCLUSION
LOWER TIER COVERED TRANSACTIONS**

This certification is required by the regulations implementing Executive Order 12549, Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants' responsibilities. The regulations were published as Part VII of the May 26, 1988 ***Federal Register*** (pages 19160-19211). Copies of the regulations may be obtained by contacting the person to which the proposal is submitted.

- (1) The prospective lower tier participant certifies, by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.
- (2) Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

Name and Title of Authorized Representative

Signature

Date

Staff Development Plan Checklist

- Cover sheet signatures
- Certification signature
- Section I – Local Plan
 - Skip if not amending
- Section II – Compliances
 - ATTs
 - ABE-9s
- Section III – Assurances
- Section IV – Staff Development
 - Budget
 - Plan
- Section V – EL/Civics
 - Population
 - Services Provided
 - Plan
- Section VI – Benchmarks
 - Basic Skills Certification
 - Pre/Post
 - Educational Gains
 - Follow-up Measures